DOCUMENT RESUME

ED 311 587 EA 021 363

AUTHOR White, Richard K.; Lester, Paula
TITLE A Profile of Administrative Interns Working in Metropolitan Elementary and Secondary Schools.
PUB DATE Oct 87
NOTE 32p.; Paper presented at the Annual Meeting of the University Council for Educational Administration on the Teaching of Educational Administration: Mission, Methods, Materials (1st, Charlottesville, VA, October 1987).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Characteristics; *Administrator Education; Elementary Secondary Education; Higher Education; *Internship Programs; Supervisor Qualifications; Urban Schools
IDENTIFIERS *Long Island University NY

ABSTRACT

To examine the demographic-educational characteristics of Long Island University's Department of Educational Leadership and Administration (DELA) interns, their career options during and after internship, and their perceptions of the nature and quality of the internship experience, questionnaires were mailed to 135 of the department's 1987 graduate students. Responses, received from 119 of the students, were combined with academic advisor and internship coordinator interviews, student academic record reviews, and program evaluations to develop a profile of the typical intern. For comparison of current interns to past graduates, questionnaires were mailed to 1,100 former DELA students, 620 of whom responded; of these responses, graduates of the years 1980, 1983, and 1984 were selected for comparison. The demographic pattern of DELA interns that emerged mirrored the general characteristics of the 1986 Long Island public school teachers. The results indicate that the typical intern has more than 15 years' public school teaching experience, is female, has served in secondary schools, holds a master's and/or a higher degree, and has changed position in the last 5 years. Intern responses regarding field perceptions were generally positive; however, the specific field experience areas of time commitment, placement, and role definition raised questions for further study. (16 references) (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED311587

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Paula Lester

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A PROFILE OF ADMINISTRATIVE INTERNS WORKING IN METROPOLITAN ELEMENTARY AND SECONDARY SCHOOLS

Richard K. White

and

Paula Lester

Department of Educational Leadership and Administration
School of Education, Long Island University
Greenvale, New York

Paper presented at the First Annual Convention on the
Teaching of Educational Administration:
Mission, Methods, Materials
University Council for Educational Administration
Charlottesville, Virginia
October 1987

EA 021 363

BEST COPY AVAILABLE

TABLE OF CONTENTS

Introduction 1

Background for the Study 2

Purpose of the Study 4

Questions of the Study 5

Demographic-educational 5
Career 5
Program 6

Methodology 6

Findings 7

Career-related Findings 13

Program-related Findings 16

Summary 19

. . . . . .

APPENDIX 20

Appendix A: Department of Educational Leadership and Administration Guidelines for Internship Program 20

Appendix B: D.E.L.A. Internship Survey - 1987 . . . 22

Appendix C: Evaluation Survey 23

D.E.L.A. Graduate Survey - 1987 26

REFERENCES 27

LIST OF TABLES

1. A Comparison of Long Island Teacher Characteristics by Gender, Age, and Degree Status 8

2. Crosstabulation of Interns Who Moved from Teaching to Full-Time Administration during Internship . . 10

3. A Comparison of Years in Education and Present Position for 1987 DELA Interns 12

4. A Comparison according to Sex for DELA Intern Survey Classes, 1980, 1983, 1984, 1987 12

5. A Comparison according to Years in Education for DELA Intern Survey Classes, 1980, 1983, 1984, 1987 12

Introduction

The time may be right for university departments of educational administration to give closer attention to the role of the practicum or internship in the planning of curriculum and instruction in preparation programs. Nearly four decades have past since Davies (1950) and Hooker (1958) described early efforts and experimentation with field work in educational administration programs. Researchers continue to point out, however, that little systematic study of the internship or practicum is found in the literature (Daresh, 1986, 1987; Hoyle, 1985; Pitner, 1982; Sweeney, 1981). National educational reform reports have added impetus to the movement to improve quality of leadership training and to include supervised practice component (National Commission on Excellence in Educational Administration Report, 1986).

It may be that this new surge of interest will breathe life into the traditional and sometimes benign exercise of providing supervised practice for the pre-service administrator candidate. Certainly, the administrator preparation programs around the nation are at a crossroads. One path may lead to the total abandonment of field experiences offered by university departments of educational administration. Another may invite educational agencies such as the state department of education to accept field experience supervisory responsibility. Still another may allow the teacher unions, the

profesional educator associations, or administrator unions to coopt the supervision of administrative field experiences. Because of these possibilities, it is incumbent on university departments of administration to review and perhaps modify the internship experience to assure that students continue to value the internship as a part of the preparation program.

The results reported in this study are based on an internal program survey. In addition, the nature of the study sample, its size, and the fact that the data come primarily from self-reports of administrative interns limits the generalizations and demands caution in application of survey results in other graduate programs. Despite the popularity of using questionnaires in studies of the practicum or field experience, documentation of questionnaire limitations is well established (Daresh, 1987).

This survey study will develop a profile of interns and may generate broader questions about the nature of the internship, the characteristics of interns, and the implications of the internship for future development of pre-service administrator preparation programs.

Background for the Study

In 1974, the C. W. Post competency-based administrator education (CBAE) proposal for training school administrators became one of the first such programs given CBAE registration in New York State. Upon successful completion of the CBAE

program, a graduate may become eligible for either the New York State School District Administrator (SDA) and/or Supervisor Certification (SAS). The original 1974 proposal called for the offering of all educational administration courses in the Graduate School of Education, Department of Instruction. In 1976, under the leadership of the dean of the newly reorganized School of Education, a separate Department of Educational Leadership and Administration (DELA) was formed. This department consisted of seven full-time faculty members and approximately 100 matriculated students.

Master's degree and Professional Diploma programs in the DELA were established. Several diverse interest groups have been involved in the policy formation, policy advisement, initiation of course work, feedback on program effectiveness, supervision and direction of internships, and compliance with competency signoffs. These groups include public and private school teachers and administrators of elementry and secondary schools on Long Island, New York City and Westchester County; the representatives on DELA's CBAE board; the alumni association; faculty members of the School of Education; and professional educator association representatives.

The participants in this internship survey are graduate students matriculated in DELA programs at one of Long Island University's three campuses, namely, Greenvale (C. W. Post Campus), Southampton, or Brentwood, New York. The DELA is a member of several regional, local, and state associations of

colleges and universities preparing school administrators including the Collegiate Association for the Development of Educational Administration (CADEA), a state-wide organization of departments of educational administration.

Material describing and explaining the Department of Educational Leadership and Administration (DELA) programs is included in the Appendix (see Appendix A).

Purpose of the Study

It is assumed that the more information and knowledge one gains about student populations, the greater the possibility for effective planning and design of field experience. This formative study is an initial step in concentrating on the effectiveness of the internship and its relation to the general curriculum of DELA field-based programs.

During the past several years, the faculty members of DELA have raised questions about the nature and characteristics of the professionals who come to us for field experiences. The department faculty also wanted to know more about the people who served internships over the past 13 years. The survey questionnaire was the instrument chosen. The results of the survey were combined with reviews of student records, interviews and conferences with the full-time academic student advisor, interviews with the internship coordinator, and feedback from interns in required seminars.

Essentially, the survey questionnaire, interviews, record

reviews, and program evaluations were used to develop a profile of the "typical" intern. Equally as important as the profile was the intern's perceptions of his or her experiences in the field work. A major source of data was generated by interviews and discussions with interns and, to some degree, with co-operating administrators. Future studies are planned to assess DELA faculty perceptions, evaluations, and views and opinions of cooperating administrators in participating school districts.

Questions of the Study

Answers were sought to questions in three interrelated areas: demographic-educational characteristics of the DELA interns, career information, and program.

Demographic-educational

1. What do the teacher/administrator professionals who enter and complete our internship look like demographically and educationally?

2. How do the characteristics of interns compare with the general characteristics of teachers on Long Island?

3. How do the characteristics of current interns compare with DELA program graduates in the years 1980, 1983, and 1984?

Career

1. What teaching/administrative positions do interns hold while serving their internships?

2. What career expectations do interns express at the end of the field experience?

Program

1. How do interns evaluate their field experience and internship seminar at the culmination of the DELA program?

2. What general perceptions of the field experience are reported by interns at the culmination of the DELA program?

Methodology

Information about demographic-educational variables was gathered through a survey questionnaire designed for this study (see Appendix B). The 135 interns in the study were registered in the DELA two-semester internship at the three Long Island University campus sites. A total of 119 questionnaires were completed and returned for inclusion in the final analysis.

A total of 135 intern academic records were reviewed by the academic advisor and the chairperson. This review of official student records was aimed at supplementing and corroborating survey data. It also included getting further information on each intern including highest level of degrees, list of universities attended, certification status, tenure or probationary status, grade averages, letters of intent on the internship sent by district superintendents, letters of recommendation for entry into DELA, plans of study, and record of employment in teaching and administration.

Information regarding careers was obtained in large part from small group interviews (internship seminar), written

comments submitted anonymously by interns, comments on program evaluations submitted by 135 interns, conferences and interviews with faculty intern supervisors, internship coordinator, academic advisor, disscussions with cooperating supervisors.

The major source of information about intern perceptions and evaluations of program was obtained from intern program evaluation sheets (see Appendix C) and through conferences with interns, coordinators, and the faculty supervisors.

In order to gather data for purposes of comparing our present interns with past graduates, a DELA Graduate Questionnaire was developed (See Appendix D) and mailed to former DELA students and to graduates who were in DELA programs between 1974 and 1984 (N = 1100). A return of 620 or 56.4% of all questionnaires was available for analysis by May 1987. Only three years were selected for comparison with the 1987 interns. The groups selected were: 1980 (N = 58), 1983 (N = 60), and 1984 (N = 99).

Findings

There are few surprises in the demographic patterns that emerged from the survey returns of the intern cohort 1986-87. In fact, the intern population in DELA mirrored, to some extent, the general characteristics of Long Island public school teachers in 1986.

A look at Table 1 reveals that the DELA interns follow this "typical" Long Island classroom teacher. More DELA

TABLE 1

A COMPARISON OF LONG ISLAND TEACHER CHARACTERISTICS BY GENDER, AGE, AND DEGREE STATUS
(by percentage)

	*L. I. Teachers (N = 29,637)	DELA Interns (N = 119)
Gender		
Male	37.5	36.1
Female	62.5	63.9
Age		
55 and over	8.9	4.2
41-54	48.0	37.0
36-40	29.8	41.2
35 and under	13.3	17.6
Degree Status		
Less than Bachelors	0.4	0.0
Bachelors	8.7	3.4
Bachelors plus 30 credits	11.7	1.6
Masters only	42.3	74.8
Masters plus 30 credits	35.5	16.8
Doctorate	1.3	3.4

* Information Center for Education, N.Y. State Education Department

interns are in the 36-40 year-old bracket than the "typical" classroom teacher (41.2% as compared to 29.8% region-wide). Percentages of male and female classroom teachers are nearly identical to the distribution of DELA interns. The academic background of Long Island teachers as measured by highest

level of degrees obtained show a larger percentage of DELA interns hold a Masters only (74.8% to 42.3% region-wide); a larger percentage of Long Island teachers have a Masters plus 30 credits (35.5% compared to 16.8%). More DELA interns hold a doctoral degree than the typical classroom teacher (3.4% compared to 1.3%). It should be mentioned that at the completion of the DELA program interns will have the Masters plus at least 30 credits of graduate course work.

Nearly half the 1987 interns are working in the Suffolk County schools. There are 129 school districts in Nassau and Suffolk Counties plus four Board of Cooperative Educational Services (BOCES) units. DELA placed interns in at least 55 of these districts which range in size from a small rural school system of 10 children in a K-8 setting to a huge, geographically sprawling K-12 suburban district with more than 18,000 children.

DELA interns also served in more than 20 of the 32 Community School Districts and 100 high schools located in the five boroughs of New York City. The City system with its 900,000 children presents a wide diversity in school populations, school size, organizational climate, culture, and structure.

As a laboratory field experience, the three selected sites in the metropolitan area (Nassau and Suffolk Counties and New York City) offer DELA interns a special challenge and opportunity to shape the pre-service internship. These rich, diverse settings offer possibilities for rewarding, stimulating discussions and work projects highlighted in

the intern seminars.

The DELA intern questionnaire probed the "mobility" factor, that is, the position or job movement that may or may not occur during the internship. How many of our interns moved to full-time administration during the internship? Did more men than women change positions? Table 2 presents this aspect of the survey results.

TABLE 2

CROSSTABULATION OF INTERNS WHO MOVED FROM TEACHING TO FULL-TIME ADMINISTRATION DURING INTERNSHIP (N = 119)

	No. of Interns Moved to Full-Time Administration	% of Interns Moved to Full-Time Administration	% Remaining in Teaching
Female	8	6.7%	36.1%
Male	6	5.1%	63.9%
Total	14	11.8%	88.2%

As Table 2 indicates, only 11.8% of the DELA interns moved to full-time administrative positions during the course of the internship. This is not an unusual finding; data from our Graduate Survey indicates the largest percentage of graduates move to full-time administration within five years after completion of the DELA program. This is, in part, explainable because interns must have a New York State Certification for School Administrator and Supervisor (SAS)

before accepting administrative positions. Exceptions to this rule are in non-public school settings.

Our Graduate Survey revealed that 54.5% (338) of our 620 respondents held full-time administrative positions in 1987. Nearly 80% (496) of these DELA graduates were still in the school districts in which they had served their internships.

The 1987 Intern Survey revealed that 7 of 14 interns who did move to full-time administration had more than 15 years of educational experience. This association between upward mobility and years of experience in education may be significant in the study and development of school district personnel policies. Further study in this issue is recommended.

Table 3 profiles interns as experienced teachers in the field of education. More than 40% have less than five years in present position. It appears that DELA interns are teachers who have made recent position changes, some to quasi-administrative posts and others to new teaching positions.

In Table 4, an apparent difference, the ratio of males to females appears in the profile of the present DELA interns and the graduates of 1980. The data show that the number of female candidates in the early 1980s began to exceed the number of male candidates, and this trend continued through 1987. Table 5 shows DELA interns seeking administrative positions are as experienced in years of teaching as their 1980, 1983, and 1984 counterparts. Of the interns, 76.5% have more than 11 years in teaching positions.

TABLE 3

A COMPARISON OF YEARS IN EDUCATION AND PRESENT POSITION FOR 1987 DELA INTERNS (N = 119)

	Years in Present Position		Years in Education	
	No.	% of Interns	No.	% of Interns
1-5	50	42.0	4	3.3
6-10	23	19.3	24	20.2
11-15	16	13.5	37	31.1
More than 15	30	25.2	54	45.4

TABLE 4

A COMPARISON ACCORDING TO SEX FOR DELA INTERN SURVEY CLASSES, 1980, 1983, 1984, 1987

	1987 (N = 119)		1984 (N = 99)		1983 (N = 60)		1980 (N = 58)	
Sex	No.	%	No.	%	No.	%	No.	%
Male	43	36.1	49	49.5	21	35.0	37	63.8
Female	76	63.9	50	50.5	39	65.0	21	36.2

TABLE 5

A COMPARISON ACCORDING TO YEARS IN EDUCATION FOR DELA INTERN SURVEY CLASSES, 1980, 1983, 1984, 1987

	1987 (N = 119)		1984 (N = 99)		1983 (N = 60)		1980 (N = 58)	
Yrs.	No.	%	No.	%	No.	%	No.	%
1-5	4	3.3	0	0.0	0	0.0	0	0.0
6-10	24	20.2	11	11.1	7	11.7	5	8.6
11-15	37	31.1	33	33.3	14	23.3	15	25.9
Over 15	54	45.4	55	55.6	39	65.0	38	65.5

Career-related Findings

A total of 74.0% (88) DELA interns hold teaching positions at the elementary, junior high, or secondary school levels. A total of 26.3% (31) hold full-time administrative/supervisory positions. The administrative/supervisory posts include assistant principals, junior or senior high school department heads, deans, coordinators, special education supervisors, teacher trainers, staff developers, computer coordinators, and educational evaluators. The department head is the most frequent position reported.

A total of 115 DELA interns are serving in the public schools, and 14 of these report they have experience in both public and non-public schools.

Certification information obtained from DELA interns indicated the majority of them held two or more permanent teaching certificates in areas of specialization such as special education, reading, vocational/business/occupational subjects, counseling, psychology, and academic subjects. During the 1970s, large scale excessing of least senior teachers coupled with the abolition of teaching positions forced many teachers to seek additional certifications and to move from the area of their primary teaching specialty. This trend may explain why a large percentage of DELA interns have held positions for less than five years and have been in teaching for more than 15 years.

Interns were asked to describe in writing and/or

discussions with the college supervisor their perceptions of the field experience and career expectations they held at the culmination of their DELA programs. A record of responses was compiled by faculty and advisors. Thirty of the 119 interns were asked to rank their priority for obtaining an entry-level position in school administration. A total of 80% sought building-level rather than district-level positions. The most frequently listed career goal was department head, subject supervisor(building-level), and assistant principal.

The same group of 30 interns was asked: What was the determining factor in your selection of the DELA internship program? The three most frequently listed as "most important" were geographic location, reputation of the program, and flexibility of the program. These three factors closely resembled the findings of the 1974 University Council for Educational Administration (UCEA) Study (Silver & Spuck, 1978). Respondents in that UCEA report listed the above three factors as major reasons for selecting a given educational administration program. In 1982 DELA initiated a departmental self-study supervised by the Long Island University Institutional Research Office. The 135 graduates of DELA surveyed at that time ranked these three program selection factors as "most important" in entering DELA. The choice of local universities in the selection of preparation programs by graduate students is well documented. The pros and cons of this "localism" is discussed in the UCEA Survey Report (Silver & Spuck, 1978).

Finally, when asked about what they perceive to be the most important reasons for selecting an administrative career path rather than remaining in teaching, the responses came very close to those given by Seymour Sarason's sample of new administrators taken 20 years ago and reported in Culture of the School and the Problem of Change in 1971:

-classroom no longer a challenge

-more money in salary

-greater position of influence, power, and prestige

Though the three reasons listed above fit our 1987 interns, a fourth factor--the time demands on administrators--was listed as equally important. The salary apparently plays a less important role if the time demands of the job are perceived as excessive. During the internship, DELA interns began to recognize that long work-days and long work-weeks of administrators may impinge on "quality of life" that the interns felt would dampen their enthusiasms for administration. Another qualifier to the three "motivating" factors was the concern expressed by interns that once they accepted an administrative post they would "lose touch with kids and the instructional program." In fact, half the 30 interns interviewed felt that they aimed for building-level positions in administration so they would continue to work closely with children and programs.

Interns reported that they had a more "realistic" picture of what a career in administration entails. The discussions

with the interns often brought out sentiments that were very supportive of their cooperating administrators' efforts to overcome excessive paper work, resistance of faculty toward change, and political and parental pressures from community. None of the 30 interviewed said they would reconsider a career change and reject an administrative post if offered one. Most were very eager to get an entry-level position.

No career expectations of the 1987 interns had been recorded at the beginning of the program so that comparisons could not be made between pre and post-program intern career expectations.

Program Related Findings

Administrative experiences in the field setting ordinarily receive favorable ratings from students and cooperating administrators (Daresh, 1986; Hoyle, 1985; Cunningham & Hentages, 1982). Over the past 12 years, DELA interns consistently rated the field experience as a valuable component in their pre-service preparation. The required internship seminar that accompanies the field experience was also rated as a worthwhile and essential part of the internship experience by DELA students. In 1982, for example, as a part of the DELA self-study, graduates were asked to rank five program activities according to the importance they held for achieving specific DELA program objectives. The internship was ranked first by a wide margin over classroom instruction, performance (e.g., tests), guest lecturers, and personal contact with

faculty (e.g., conferences). The DELA interns continue to rate the internship as the most important program activity for achieving performance objectives in the field experience.

The breadth and scope of the interns' experience has given rise to more questions than answers. It was not possible to treat each of the areas the interns broached in discussion with faculty and advisors; however, the questions they generated will serve as a focus for future study by DELA faculty.

The advisement and orientation segments of the DELA program were well received. Based on the experience of 12 years, the department has developed a comprehensive advisement process for incoming students and for students entering the field experience. A full-time program advisor works with DELA students and a continuing basis.

The Director of the C. W. Post Principalship Center serves as the Internship Coordinator. He revises all internship proposals and intern placements in cooperating school districts. The 1987 interns felt that these advisement procedures greatly assisted them in their transition from course work to field work. This service is viewed as a serious university and departmental commitment to the importance of field work.

The use of former school administrators as seminar leaders and field supervisors was also highly valued by DELA interns. Pitner (1982), in her analysis of preparation program components, has raised the issue of exactly what role former practitioners do play or should play in the instruction of

pre-service administrator education. If instruction is to be differentiated on the basis of field experience of the instructor, then practitioners might be assigned solely to internships or similar field courses, and professors with little or no administrative experience should be assigned theory and research courses. Pitner (1982) notes there is little available in research studies comparing the effectiveness of instructors who have administrative experience to instructors with little or no administrative experience. If DELA intern reactions are any indicator, the instructor with administrative experience is perceived as more effective than the instructor with little or no experience.

In general, interns expressed satisfaction with the DELA program. However, some areas of their field experience raise important questions and will require further study, for example:

- Can the intern hold a full-time position and still meet the requirements of the internship program?
- Is the dearth of full-time paid internships affecting the quality of the field experience?
- What effect will future certification requirements have upon the internship program?
- What effect, if any, will the mentor (peer assistance) program and teacher empowerment movements have upon the internship programs in local school districts?
- What future role will the teacher union play in shaping and structuring the internship in local school districts?

- What role may we expect to be played by state education departments in the shaping of internships in New York?
- What future role does the teacher union play in the placement and supervision of part-time or full-time internships in the metropolitan school districts?

Summary

This study was designed to identify and describe demographic characteristics of DELA interns and to report their perceptions of the nature and quality of the internship experience.

An analysis of the data revealed that the typical intern has more than 15 years teaching experience in the public schools, is female, has served in secondary schools, and holds a masters and/or higher degree. The data also show that the majority of interns has made a position change in the last five years.

Intern responses dealing with the perceptions of the field expereince were generally positive. Specific areas of the field experience, such as time commitment, placement, and role definition, raised questions for further study. The Department of Educational Leadership and Administration is currently reviewing these questions and will continue to gather data for further analysis.

APPENDIX A

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND ADMINISTRATION GUIDELINES FOR INTERNSHIP PROGRAM

The administrative internship is one of the major requirements in the Department of Educational Leadership and Administration's program. Under the supervision of a school district administrator and the college supervisor, this experience provides an opportunity to apply knowledge and techniques gained from courses of study in the resolution of practical field problems.

All individuals responsible for the college supervision of interns are expected to be aware of and to implement the guidelines listed here:

1. Internship proposals are to be submitted to:

   Internship Coordinator
   School of Education
   C. W. Post Campus
   Brookville, NY 11548

2. Proposals must be reviewed and approved in accordance with this schedule:

   Prior to: December 1 - Spring Term
   April 1 - Summer Term
   June 1 - Fall Term

   Refer students to Form 10 and Appendix 3 in the Policy Handbook.

3. Students should complete Core I or a minimum of six (6) credits before they begin their internship.

4. Students must complete a minimum of 500 logged hours of administrative activities.

5. Students are required to attend a minimum of six (6) seminars during each semester. Topics discussed are determined by the intern group and the college supervisor. Problems encountered in the internship, special programs planned implemented, and career services are topics that have been discussed in seminar meetings.

6. The college advisor will visit the student and the school district's cooperating administrator at least once each term.

7. Students must complete the "Field Competency Booklet." A minimum of fifty Competencies including at least forty from Part I (Required Competencies) must be signed off by either the cooperating administrator or the college supervisor.

8. Internships should include a balanced experience as outlined in Appendix 3 of the Policy Handbook.

9. Students must submit an "Internship Project" before the completion of the program. High school master schedule, community relations, bilingual, and in-service education programs are examples of acceptable projects.

10. Students meeting the requirements for the Professional Diploma should make every attempt to schedule activities at the central office level--review of system budget proposals, development of a transportation policy and schedule, editing of a district newsletter, review and modification or development of a K-12 Curriculum Guide.

D.E.L.A. INTERNSHIP SURVEY - 1987

I. DEMOGRAPHIC DATA:
(PLEASE CHECK APPROPRIATE BLANK)

1. Age:
55 and over _____ 41-45 _____
51-54 _____ 36-40 _____
46-50 _____ 35 and under _____

2. Sex:
Male _____
Female _____

3. Marital Status:
Married _____
Single _____

II. PROGRAM DATA:

4. Campus at which you have completed most of your D.E.L.A. graduate course work:
_____ Post
_____ Brentwood
_____ Southampton
_____ Other (specify) _____

5. Program matriculated in while in D.E.L.A.:
_____ Masters
_____ Professional Diploma
_____ Other (please specify)
_____

6. Year of expected graduation:
_____ 1987
_____ 1988
_____ after 1988

III. CAREER AND PROFESSIONAL DATA:

7. Present full-time position:
_____ elementary teacher
_____ junior high/middle school teacher
_____ secondary teacher
_____ administrator, supervisor

8. If administrative/supervisory full-time position, please list title: _____

9. School District Location:
_____ Nassau
_____ New York City Schools
_____ Suffolk
_____ Westchester
_____ Other (please specify)
_____

10. Years in present position:
_____ 1-5
_____ 6-10
_____ 11-15
_____ more than 15

11. Total years in education:
_____ 1-5
_____ 6-10
_____ 11-15
_____ more than 15

(OVER)

D.E.L.A. INTERNSHIP SURVEY - 1987 (CONTINUED)

12. Type of educational setting you have worked in as a teacher and/or administrator:
_____ public schools
_____ private, independent, or parochial schools

13. Have you changed positions since beginning the D.E.L.A. program?
_____ Yes
_____ No

14. Have moved from a full-time teaching position to a full-time administrative position since beginning the D.E.L.A. program?
_____ Yes
_____ No

(PLEASE RETURN THIS SURVEY TO YOUR INTERNSHIP PROFESSOR BY THURSDAY, APRIL 9, 1987. THANK YOU!

Dr. Richard K. White, Chairman
Department of Educational
Leadership and Administration (D.E.L.A.)
School of Education - LB 318
Long Island University
C. W. Post Campus
Greenvale, New York 11548

APPENDIX C

LONG ISLAND UNIVERSITY
C. W. POST CAMPUS
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND ADMINISTRATION

DATE _____

MASTER'S _____ P.D. _____

EVALUATION SURVEY

CAMPUS _____

In order to continually meet the needs of our students, we are in the process of evaluating our program. The enclosed questions should take approximately fifteen (15) minutes of your time to complete. Please feel free to include any comments you have in the areas provided or on the reverse side of this form.

1. To what degree would you rate the following aspects of the Department of Educational Leadership and Administration? Please circle the appropriate answer.

	EXCELLENT	AVERAGE	POOR	NO BASIS FOR OPINION
A. Overall rating of DELA	E	A	P	NBO
B. Academics:				
Core I (Ed. 930)	E	A	P	NBO
Core II (Ed. 931)	E	A	P	NBO
Internship	E	A	P	NBO
Internship Seminar	E	A	P	NBO
Summer Institute	E	A	P	NBO
Weekend College	E	A	P	NBO
Course Sequence	E	A	P	NBO
Organization of Courses and Materials	E	A	P	NBO
Class Guest Lecturers	E	A	P	NBO
C. Support Services				
Registration Procedures	E	A	P	NBO
Grade Reporting System	E	A	P	NBO
Textbook Availability	E	A	P	NBO
Financial Aid Service	E	A	P	NBO
Library Services Availability	E	A	P	NBO
Computer Time Availability	E	A	P	NBO

	EXCELLENT	AVERAGE	POOR	NO BASIS FOR OPINION
D. Faculty				
Teaching Expertise	E	A	P	NBO
Knowledge of their field	E	A	P	NBO
Availability	E	A	P	NBO
Ability to set realistic/clear expectations	E	A	P	NBO

2. Which of the following has been most effective in orienting you to DELA's policies? Please rank order of these items.

_____ Group interview process _____ Other: _____

_____ Personal advisement _____

_____ Discussion in Core I _____

3. How important were each of the following to you in choosing DELA? Please circle the appropriate answer.

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	NO BASIS FOR OPINION
Reputation	VI	SI	NI	NBO
Geographical Location	VI	SI	NI	NBO
Flexibility (Personal needs/interests)	VI	SI	NI	NBO
Influence of Alumni	VI	SI	NI	NBO
Influence of Enrolled Friends	VI	SI	NI	NBO
Recommendation of Administrators in the Field	VI	SI	NI	NBO
Tuition Remission	VI	SI	NI	NBO

4. Considering all aspects of your academic program, please comment on what you believe to be:

(a) the best feature(s) _____

_____

_____

(b) the least desirable feature(s) _____

_____

_____

5. What course(s) or modifications would you add to the program to meet your professional and personal needs? Please check where appropriate.

_____ Administration of Educational Programs for Exceptional Learners

_____ Special Education and the Law

_____ Administration of Adult Education

_____ Theories and Practice of Organizational Development

_____ Computer Technology in School Administration

_____ Other: _____

_____

_____

6. Indicate where most of your coursework has been.

_____ Main Campus at Greenvale

_____ Brentwood Branch

_____ Southampton Branch

_____ Brooklyn Branch

7. How can the Department of Educational Leadership and Administration better serve you:

_____

_____

_____

_____

_____

_____

_____

REFERENCES

Barth, R., & Deal, T. E. (1982). The principalship: Views from within and without. The Effective Principal: A Research Summary. Reston, VA: National Association of Secondary School Principals. 30-40.

Cawelti, G. (1982). Training for effective school administrators. Educational Leadership, 39, 324-329.

Culbertson, J. A., & Hencley, S. P.(Eds.). (1962). Preparing Administrators: New Perspectives. Columbus, OH: University Council for Educational Administration.

Cunningham, L. L., & Hentges, J. T. (1982). The American Superintendency 1982: A Summary Report. Arlington, VA: American Association of School Superintendents.

Daresh, J. C. (1987, February). The practicum in preparing educational administrators: A status report. Paper presented at the annual meeting of the Eastern Educational Research Association, Boston, MA.

Daresh, J. C. (1986). Field-based educational administration training programs. Planning and Changing, 17(2), 107-118.

Davies, D. R. (1950). Intern program for educational administration. School and College Management, 20, 2.

Hooker, C. P.(Ed.). (1958). An Appraisal of the Internship in Educational Administration. New York: C.P.E.A. Bureau of Publications, Teachers College, Columbia University.

Hoyle, J. R. (1985). Programs in educational administration and the AASA preparation guidelines. Educational Administration Quarterly, 21(1), 71-93.

National Association of Secondary School Principals. (1985). Performance-Based Preparation of Principals. Reston, VA: NASSP.

Pitner, N. J. (1982, February). Training of the school administrator: State of the art. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Sarason, S. B. (1971). The Culture of the School and the Problem of Change. Boston: Allyn & Bacon, Inc.

Silver, P. R., & Spuck, D. W. (Eds.). Preparation Programs in the United States. Columbus, OH: University Council of Educational Administration.

Skalski, J., Lohman, M., Szezepanik, J., Baratta, A., Bacilious, Z., & Schulte, S. (1987, April). Administrative Internship. Paper presented at the American Educational Research Association, Washington, DC.

Sweeney, J., et al. (1981). Principal internships--a look at the facts. Education, 102(2), 151-153,

University Council for Educational Administration. (1987). Leaders for America's schools. Tempe, ARIZ: National Commission on Excellence in Educational Administration.